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ABSTRACT

The Connecticut Business and Office Education (BOE) curriculum was revised in light of critical issues in BOE. The issues were studied prior to revision, and the following recommendations were made: (1) requiring a minimum of one semester of electronic keyboarding and word processing; (2) placing equal emphasis on management, logical thinking skills and communication skills; (3) continuing to emphasize specific occupational skills while integrating decision making and other skills; and (4) serving all students--those going directly to work as well as those going on to higher education. Using these recommendations, a philosophy for business education was developed and articulated, and objectives for general education and vocational education were set. A curriculum was developed for business communications, business law, business mathematics, bookkeeping, economics, general business, information and word processing, notetaking, and office systems and procedures. (Each curriculum synopsis provided in this report includes title, suggested grade level, introduction, competencies, modules of content for basic and advanced levels, media and software suggestions, and textbook recommendations.) (KC)

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CRITICAL ISSUES IN BOE AND THEIR IMPACT ON CONNECTICUT BUSINESS EDUCATION PROGRAMS--CURRICULUM UPDATE

FINAL REPORT

PREPARED BY
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LITCHFIELD, CT

PREPARED FOR

CONNECTICUT STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION
BUREAU OF VOCATIONAL SERVICES
HARTFORD, CONNECTICUT

GAIL M. SLOAN, PROJECT DIRECTOR

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JUNE 30, 1988

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CRITICAL ISSUES IN BOE
AND THEIR IMPACT ON CONNECTICUT BUSINESS EDUCATION
PROGRAMS--CURRICULUM UPDATE

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INTRODUCTION

During the 1987-88 school year, funds were provided through the State Department of Education to revise the BOE curriculum in light of critical issues in BOE. Prior to curriculum revision, the critical issues were studied. Recommendations from the 1986-87 final report entitled "Critical Issue in BOE and Their Impact on Connecticut Business Education Programs" were incorporated into the curriculum revision.

An invitation was extended to Business and Office Educators to implement the five critical issues recommendations in curriculum revision.

The curriculum updates, attached, include the following areas:

Philosophy and Objectives of Business and Office Education Business Communications
Business Law
Business Mathematics
Economics
General Business
Information Processing/Word
Notetaking
Office Systems and Procedures
Recordkeeping

The committee used the following critical issues and recommendations prior to the review and revision of the curricula.

Critical Issues

1. Should the primary purpose of secondary business education programs focus on preparing students for specific occupations or should the primary purpose of the curriculum focus on preparing students for other goals?

2. Should standard competencies for skill courses be used to assess students' skills or should traditional grading standards be utilized to measure students/skills?

3. Should entering students in secondary business education programs be tested for basic abilities in reading, math, and writing before they enter these programs or should no screening or testing of students be used for entering students?

4. Should the major emphasis of business training programs continue to stress skill development or should equal emphasis on management skills and logical thinking skills be given to these programs?

Recommendations

1. A minimum of one semester of electronic keyboarding should be required of all secondary business education graduates.

2. A minimum of one semester of word processing should be required of all secondary business education graduates.

3. Equal emphasis be placed on management, logical thinking skills, and communication skills.

4. The business and office education program should continue to provide specific occupational training including, but not limited to, decision-making, and organizational and human relations skills.

5. To provide greater flexibility, the business education departments should serve all students--those entering the job market upon graduation as well as those entering post-secondary institutions.

As a result of the critical issues report, it was determined that a current review of state-wide curriculum be completed. Major changes in the curriculum revision include units which necessitate critical thinking, problem solving, decision making, logical thinking, human relations, management and communications.

The format used for curriculum writing was chosen in order that this guide be a flexible one. For example, each guide is written with a basic and advanced component and further divided into segments and modules. The instructor is able to design the length of the course dependent upon the needs of the students in a particular school.

Since graduation requirements impact on elective programs and the need to include technology-related experiences impact on curriculum, a flexible curriculum format has been developed. This format provides the flexibility to allow any Business Department to design a course to fit its schedule. Basic and Advanced topics are separated into segments and modules.

The Segment and module topics, combined with classroom materials listed, specifically provide for students to develop and refine critical thinking skills, problem solving and logical thinking skills, human relations, management and communication skills.

PROJECT DESIGN

An orientation meeting was held in January, 1988, to begin the project. An invitation was sent to all Business Educators explaining the project participants. At the orientation meeting, each participant received the final report "Critical Issues in BOE and Their Impact on Connecticut Business Education Programs"; tasks to be accomplished; the most recent curriculum updates including philosophy and goals; curriculum format.

Each subcommittee met during the year to write the curriculum. A member of each of the subcommittees met with the Project Director with a rough draft and final draft of the curriculum report.

A copy of the revised curriculum guides, including philosophy and objectives of Business Education, will be distributed to all Connecticut Business Departments this year.

A PHILOSOPHY FOR BUSINESS EDUCATION

Business Education is a significant part of the American Education System because it teaches for and about business. Business Education programs in Connecticut are broad-based and comprehensive. Programs are offered at the secondary, post secondary, and adult levels, and attract students with varying objectives, abilities, attitudes, socio-economic backgrounds, and ethnic heritages.

Secondary Business Education programs encompass knowledge, attitudes, and skills needed by all citizens in order to manage effectively their personal business needs; to understand the American business and economic systems, and to acquire the skills needed for entry-level employment and advancement in a broad range of business careers.

The basic skills of reading, writing, computing and problem solving undergird all programs and courses. Business Education reinforces these and other elements of "Vocational Education and the Common Core of Learning/Business and Office Education" Instruction includes creating effective oral and written communications; preparing and analyzing financial records; operating appropriate equipment to process, store, retrieve, and distribute data/information; developing skills and knowledge related to interpersonal behaviors and economic literacy; and performing other consumer and business-related tasks.

Business Education programs must be developed to offer both flexibility and diversity to prepare students with personal skills as well as entry level job skills.

A. Business Education is but a part of the total education of Connecticut's youth and must be planned as an integral part of total education with sufficient allocation of time and resources so that students may progress toward higher levels of vocational competence which require the use of modern, complex, expensive equipment.

B. Business Education should be coordinated at the various levels of education (primary school through secondary school and adult education) so that there is no unnecessary lateral or vertical duplication of study.

C. Business Education must be evaluated by behavioral objectives and/or performance-based goals.

D. Business Education should include an effective guidance, placement, and follow-up program which will actively seek positions for its graduates and follow those placed to determine how effectively the school program prepares students in personal and vocational skills. The Business Education Department should work with all others in the school in helping "at risk" students stay in school until graduation.

E. Business Education Staff must be competent in modern business techniques, must be acquainted with and able to choose and use effectively equipment, methods, and materials of instruction to secure maximal results in minimal time.

F. Business Education Staff should avail themselves of opportunities for professional growth through formal course work, attendance at conferences, workshops, meetings of professional organizations, inter-school visitations, work experiences and other similar activities.

G. Business Education should include an adequate professional library, including appropriate current periodicals, films, filmstrips, cassettes, recordings, computer software and audio-visual materials with the necessary adjunct equipment and staff to supplement professional development and classroom activities.

H. Business Education should be supported with an adequate budget to secure, maintain, and adequately house the equipment and materials necessary to keep abreast of rapidly changing business technology. No student can be prepared to enter today's business world with yesterday's skills and knowledge.

Expenditure of funds and other resources should be based on either a per item or program basis.

I. Common elements of various business curricula should be integrated in common courses so that there is no unnecessary competition or duplication of endeavor caused by these curricula.

J. Business Education should be flexible, responsive to business and personal needs and updated every three years.

K. Business Education and other subject areas of the school should have a close relationship based on mutual respect which can be attained only through intellectual honesty that reveals school problems as well as progress and achievement.

L. Business Education should seek input from qualified citizens of the local community (advisory committee), college and university personnel, and the school's own professional staff. The findings from appropriate research studies should be made available to aid in developing the program based on actual on-the-job working methods and conditions.

M. Business Education should be included in an effective public/community relations program.

N. To strengthen the formal course offerings Business Education should include an effective co-curricular program of field trips, guest speakers, conferences, and career days.

O. Business Education should include integral relationships with the high school, the community college and other post-secondary school business programs.

GENERAL EDUCATION OBJECTIVES

General educational objectives to which Business Education contribute significantly are those to:

1. Give students a system of values clarification and analysis so that they may make rational decisions especially as those decisions relate to business;

2. Provide students with an understanding and appreciation of the American business system and the goods and services it offers;

3. Provide personal-use skills;

4. Develop technological literacy for all students.

5. Provide reinforcement of the "Common Core of Learning" through activity-based laboratory experiences; *

6. Establish an appreciation of individual and group civic and social responsibilities in a community;

7. Provide sound concepts of consumerism so that students may consume wisely in a society of shortage;

8. Lay the groundwork for students to understand the world of work;

* See Vocational Education & the Common Core of Learning, Business & Office Education attached.

VOCATIONAL EDUCATION OBJECTIVES

Vocational objectives of the Business Education program are presented here:

The major vocational objective of Business Education are to:

1. Provide competent workers with technical skills, ethics, knowledge, and attitudes necessary for success in business;

2. Explore jobs related to students' vocational choices for increased knowledge and vocational competence;

3. Acquaint students with various types of business positions consistent with students' interest, capabilities, knowledge and skills;

4. Develop understanding of employment opportunities to include advantages and disadvantages of various kinds of business work;

5. Foster self-respect and pride in students.

6. Give attention to personality growth so that a foundation for good interpersonal business relationships may be established;

7. Develop the ability to cope with rapid change in business occupations, and from analysis of these changes foster some ability to discern trends for future employment patterns;

8. Foster constructive attitudes toward life long learning and advancement.

Vocational Education and the Common Core of Learning
BUSINESS AND OFFICE EDUCATION

RATING SCALE
- A — Element should be given a *major* focus
- B — Element should be given a *moderate* focus
- C — Element should be given a *minor* focus
- D — Element cannot be appropriately addressed

ATTRIBUTES AND ATTITUDES	IP	NTKG	ACCT	OFF. SYS.	SOC. BUS.	FBLA
Positive Self-Concept						
1 Worth and Self-esteem	A	A	A	A	A	A
2 Personal Effectiveness	A	A	A	A	A	A
3 Understanding Strengths and Weaknesses	A	A	A	A	A	A
Motivation and Persistence						
1 Pride of Accomplishment	A	A	A	A	B	A
2 Desire to Succeed	A	A	A	A	A	A
3 Tasks and Ambitions	B	A	A	A	A	A
Responsibility and Self-Reliance						
1 Identify Needs and Set Goals	B	B	B	A	B	A
2 Responsibility for Actions	B	A	A	A	A	A
3 Dependability	A	A	A	A	A	A
4 Self-Control	A	A	A	A	A	A
Intellectual Curiosity						
1 Questioning Attitude	B	B	A	B	A	A
2 Independence of Thought	B	B	B	A	A	A
3 Lifelong Learning	A	A	A	A	A	A
Interpersonal Relations						
1 Productive Relationships	A	A	A	A	A	A
2 Concerns and Customs of Others	B	A	A	A	A	A
3 Reach Group Decisions	B	C	B	A	A	A
4 Roles and Responsibilities	D	D	D	D	B	D
Sense of Community						
1 Belonging to a Group	B	B	B	B	B	A
2 Quality of Life	C	C	C	B	A	A
3 Values, Standards and Traditions	C	C	C	C	A	A
4 Historical and Ethnic Heritage	C	C	C	C	A	B
Moral and Ethical Values						
1 Moral and Ethical Conduct	A	A	A	A	A	A
2 Values Affect Choices and Conflicts	B	A	A	A	A	A
3 Moral Judgments and Ethical Decisions	B	A	A	A	A	A

SKILLS AND COMPETENCIES	IP	NTKG	ACCT	OFF. SYS.	SOC. BUS.	FBLA
Reading						
1 Main and Subordinate Ideas	B	C	B	A	A	C
2 Comparisons, Contrasts, Sequences	C	C	A	B	A	C
3 Meaning Inferential, Literal	C	C	C	B	B	B
4 Predictions, Questions, Conclusions	B	C	A	A	A	B
5 Critical Judgments	C	C	B	C	B	C
6 Varying Reading Speed and Method	C	C	C	C	B	B
7 Features of Reference Materials	A	A	A	A	A	A
Writing						
1 Sentence Structure	B	A	C	A	B	A
2 Organize and Relate Ideas	C	C	C	A	A	B
3 Sentences and Paragraphs	C	C	C	A	B	B
4 Language Style and Format	C	C	C	A	B	B
5 Concrete Ideas	C	C	B	B	B	B
6 Gather Information	C	C	B	B	B	B
7 Restructuring and Rewriting	C	A	C	A	B	B
Speaking, Listening and Viewing						
1 Oral Exchange of Ideas	C	D	A	A	A	A
2 Ask and Answer Questions	A	A	A	A	A	A
3 Spoken Instructions	A	A	A	A	A	A
4 Distinguish Relevant from Irrelevant	A	A	B	A	A	B
5 Comprehend Ideas	C	A	C	B	A	B
6 Verbal and Nonverbal Presentations	C	A	C	B	A	B
7 Oral Presentations	C	D	C	C	B	A
Quantitative Skills						
1 Add, Subtract, Multiply and Divide	B	B	A	B	A	B
2 Use Measurements	B	B	B	C	B	C
3 Ratios and Proportions	C	C	B	A	C	B
4 Spatial Relationships	C	C	B	C	C	C
5 Estimates and Approximations	A	B	A	A	A	A
6 Probability and Statistics	C	C	C	B	A	B
7 Tables, Charts and Graphs	B	C	A	B	A	B
8 Solve Problems	B	D	A	B	A	C
Reasoning and Problem Solving						
1 Inductive and Deductive	C	C	A	A	A	A
2 Conclusions from Information	B	C	A	A	A	A
3 Predictions and Hypotheses	B	C	A	B	B	B
4 Concepts and Generalizations	B	B	A	B	A	A
5 Cause and Effect Relationships	B	C	A	A	A	A
6 Formulate Problems	B	D	A	A	B	A
7 Information Pertinent to Problems	A	B	A	A	A	A
8 Solutions to Problems	A	C	A	A	B	A
9 Creative Thinking Skills	A	B	A	A	A	A
Learning Skills						
1 Goals and Priorities	B	B	B	A	B	A
2 Habits Conducive to Learning	A	A	A	A	A	A
3 Short and Long Term Projects	B	B	A	A	A	A
4 Sources of Information	B	B	B	B	A	A
5 Note Taking	B	A	A	A	A	A

UNDERSTANDINGS AND APPLICATIONS	IP	NTKG	ACCT	OFF. SYS.	SOC. BUS.	FBLA
The Arts: Creative and Performing						
1 Expressing Emotions	D	D	D	D	D	D
2 Appreciate the Arts	D	D	D	D	D	D
3 Art Forms and Style	D	D	D	D	D	D
4 Materials and Tools	D	D	D	D	D	D
5 Language of Each Art Form	D	D	D	D	D	D
6 Aesthetic Qualities	D	D	D	D	D	D
Careers and Vocations						
1 Positive Attitudes Toward Work	A	A	A	A	A	A
2 Employability Skills	A	A	A	A	A	A
3 Range of Occupations	A	A	A	A	A	A
4 Education and Training	A	A	A	A	A	A
5 Personal Economics	A	A	A	A	A	A
6 Interpersonal Skills	A	A	A	A	A	A
Cultures and Languages						
1 Common Characteristics	D	D	C	B	A	C
2 Differences Among People	D	D	C	B	A	B
3 Understanding Other Cultures	D	D	D	C	A	B
4 Structure of Language	D	D	D	D	D	D
5 Commonalities and Differences	D	D	D	D	D	D
6 Foreign Language	D	D	D	D	D	D
History and Social Sciences						
1 Connecticut, U S and World	D	D	D	D	A	C
2 U S History and Government	D	D	D	D	A	B
3 Economics	D	D	C	B	A	B
4 Political and Economic System	D	D	D	D	A	C
5 Disciplines of History	D	D	D	C	A	C
6 World Geography	D	D	D	C	B	C
7 Critical Thinking	D	D	D	D	B	C
8 Pluralistic Society	D	D	D	D	A	C
9 Mutual Dependence	D	D	D	C	A	C
Literature						
1 Human Experiences	D	D	D	D	D	D
2 Essential Elements	D	D	D	D	D	D
3 Literary Masterpieces	D	D	D	D	D	D
4 Symbolism, Allegory and Myth	D	D	D	D	D	D
5 Literary Themes	D	D	D	D	D	D
6 Literary Works	D	D	D	C	B	C
7 Reading as Lifelong Pursuit	C	C	C	C	B	C
Mathematics						
1 Expressing Quantifiable Ideas	B	C	A	C	A	B
2 Problem Solving	B	C	A	C	A	B
3 Consumer and Job-related Tasks	B	C	A	A	A	A
4 Tools for Solving Problems	B	C	A	A	A	A
5 Physical and Social Phenomena	C	C	A	C	A	C
6 Using Numbers	B	C	A	B	A	A
7 Algebraic and Geometric Concepts	C	C	A	C	A	C
8 Statistical Concepts	B	C	B	C	A	B
Physical Development and Health						
1 Growth and Development	D	D	D	D	D	D
2 Physical Fitness	D	D	D	D	D	D
3 Scientific Principals	D	D	D	D	D	D
4 Social Development	D	D	C	C	C	C
5 Elements of Nutrition	C	C	C	B	C	C
6 Healthy Environment	A	A	B	A	C	A
Science and Technology						
1 Basic Principles of the Science	D	D	D	D	D	D
2 Natural Resources	D	D	D	C	A	C
3 Solving Problems	D	D	D	D	D	D
4 Natural Phenomena	D	D	D	D	D	D
5 Laboratory Measuring	D	D	D	D	D	D
6 Emerging Technologies	A	B	A	A	A	A
7 Potential and Limitations	B	D	C	B	B	C

COMMENTS:

Information Processing includes both word and data curriculum

Notetaking includes non-symbol and symbol systems as well as college-bound and vocational goals

Social Business includes Business Training, Business Mathematics, Law and Economics

Implementation—As the BOE section is reviewed, you may find concepts are not included currently in your curriculum. If so, you are urged to weigh the committee recommendations and expand the concepts you teach accordingly

Information Processing

Notetaking

Accounting

Office Procedures/Systems

Social Business

FBLA

COURSE OFFERINGS

CURRICULUM FOR 2001

BUSINESS COMMUNICATIONS

BUSINESS LAW

BUSINESS MATHEMATICS

BOOKKEEPING

ECONOMICS

GENERAL BUSINESS

INFORMATION PROCESSING/WORD

NOTETAKING

OFFICE SYSTEMS AND PROCEDURES

TITLE: Business Communications

SUGGESTED GRADE LEVEL: 11, 12

INTRODUCTION: Communications is a course offered to develop and refine writing and oral communication, logical thinking, and decision-making skills. Effectiveness in human relations and management, as well as critical thinking skills, are developed. Units of study can be adjusted to satisfy the given time-frame for either a half-year or full-year course. English credit may be granted.

COMPETENCIES:

The student will be able to:

1. Compose business documents using prescribed techniques

2. Interact in group work designed to provide realistic experiences to develop logical thinking and decision-making skills

3. Address a group incorporating the basic principles of effective speaking skills

4. Identify characteristics for success in business

CONTENT:

BASIC

Segment: 1 Writing skills
Module: 1
- review and reinforce learned writing skills
- compose letters and other business documents
- edit prepared copy
- compile routine letters and combine standard paragraphs using word processing

Segment: 1 Oral communication skills
Module: 2
- develop self-confidence through practice in talking to class
- study effective speech techniques
- prepare and deliver a demonstration and speech

Segment: 1 Technology of communications
Module: 3
- utilize word processing software to prepare written correspondence
- utilize external data bases to research business related topics

ADVANCED

Segment: 2 — Human relations skills
Module: 1
- role play the interaction between employees
- study human relations case histories and problem solving
- use logical thinking in business procedures

Segment: 2 — Management and people skills
Modules: 2
- identify barriers to good communication
- develop sensitivity to misuse of language
- improve listening skills

Segment: 2 — Communications
Module: 3
- Utilize electronic mail software
- Utilize fax and other electronic means of communication

MEDIA (Software):

Suggested Tools:

Word Processing software
Telecommunications software

MAJOR TEXTS:

Business Correspondence: Essentials of Communication;, Fruehling, Bouchard; Gregg Publishing Co., 4th Edition, 1986.

Communicating In Action: Eggland, Williams; South-Western Publishing Co, 1985.

Human Relations at Work: Eggland, Williams; South-Western Publishing Co., 3rd edition, 1987.

SUPPLEMENTARY TEXTS:

Spelling Drills and Exercises: Brendel, Near; Gregg Publishing Co., 3rd Edition, 1979.

Developing Speaking Skill: Chapey; Gregg Publishing Co., 1988.

Basic Letter and Memo Writing: Van Huss; South-Western Publishing Co., 2nd Edition, 1988.

TITLE: Business Law

SUGGESTED GRADE LEVEL: 10, 11, 12

INTRODUCTION: Law is an instrument of social control which affects everyone. Business is the medium through which most of the necessities of life are provided to everyone. These two important fields are combined in the course on Business Law. In some schools, the business law course carries a credit in social studies.

COMPETENCIES:

The student will be able to:

1. Develop a knowledge and understanding of the growth of our legal system and the courts which administer its principles.
2. Develop an understanding of the fundamental principles, terminology, and structure of civil and criminal law.
3. Recognize the rights and responsibilities of the individual and the relationship that these have on society.
4. Develop tolerance and maturity in the critical analysis of our legal system.
5. Develop a basic understanding of his/her legal rights and obligations as citizens, consumers, and workers within the social structure.
6. Develop an understanding of the expanding legal role of the minor in society, and how the role changes when adulthood is reached.
7. Learn how citizens help shape laws through participation in government.
8. Learn to identify laws that meet the changing needs of society and understand the laws which affect them as residents of the state of Connecticut.
9. Gain a basic understanding of the local, state, and federal court system.

10. Realize the increase of government regulation of business and how government aids business.

11. Learn to distinguish between civil and criminal actions (including business crimes) and learn the procedures of dealing with each.

12. Become aware of and understand the various legal documents existing with his/her business and personal life: e.g. contracts, negotiable instruments, wills, leases, insurance policies, personal property and bailments, court orders.

13. Learn the kinds of agreements commonly included in employment contracts and other employer-employee aspects.

14. Develop the ability to think analytically and systematically by analyzing a problem or case, deterring the rule of law involved, and reaching a decision.

15. Develop the ability to recognize his/her legal problems and to utilize professional counsel.

CONTENT:

BASIC

Segment: 1 Meaning and development of law
Module: 1
- what is law
- who makes laws
- development of law
  - Roman
  - constitutional
  - case
  - administrative
  - statutes
  - ordinances
- legal roles of the individual
- legal systems and courts
- federal
- state (emphasis on Connecticut)
- courts
  - federal
  - state
    - courts with exclusive jurisdiction
      - juvenile
      - small Claims
      - probate
- criminal law
- civil law

Segment: 1
Module: 1

Law and the Minor
- rights and responsibilities of a minor
- juvenile law -- who is a juvenile?
- juvenile court procedure
- rights and duties of students
- rights and duties of minor drivers

Law for the Consumer
- protection for the consumer
- consumer laws -- federal, state, local
- consumer agencies and organization
- consumer rights and responsibilities
- consumer redress

Law for the Business Firm
- how government regulates business
- how administrative agencies operate
- how administrative agencies enforce compliance

Segment: 2
Module: 1

Making binding agreements: contracts
- nature of contracts
- classification
- void and voidable agreements
- elements of a contract
  - mutual assent
  - competent parties
  - consideration
  - legal agreement
  - required form (Statute of Frauds)
- transfer and discharge of contracts
- remedies for breach of contract

Buying and selling goods

The sales contract
- what is a sale?
- the effect of ownership
- legal restrictions placed on sales
- must delivery and payment be made at the same time
- must unordered goods be paid for?

Warranties and product liability
- express and implied warranties
- caveat emptor, caveat venditor, and good faith in business
- warranties made by sellers
  product liability

Segment: 2
Module: 2

The use of credit
- debtor - creditor
- types of credit
- cost of credit
-secured and unsecured debts
- rights and duties of parties
- related commercial paper
  - checks (all forms)
  - promissory notes
  - credit cards

- lending institutions
- government regulations
- creditor collection practice

ADVANCED:

Segment: 3 Employment
Module: 1
- nature of employment contracts
- rights and duties of employers and employees
- government regulation
- social legislation
- workmen's compensation
- unemployment compensation
- OASDI

Nature of unions
- collective bargaining
- types of union security provisions
- NLRB

Discrimination laws
- women
- age
- minorities

Segment: 3 Current topics of special interest
Module: 2
- women and the law
- gun laws
- capital punishment
- the future of law
- changing federal and state laws
- U. S. supreme court decisions
- drug laws
- discrimination
  - sex
  - age
  - handicapped
  - state and local laws

NOTE: <u>Guest speakers</u> attorneys, probation officers, police officers, juvenile officers, judges, courtroom officers.

Field trips--courthouse, police station.

Have individuals in class write contracts and the remainder of the class critique them.
Conduct mock trials.
Role play cases found in the textbook or newspaper.

Use of Socratic teaching methods is essential to encourage students to reason, and to apply laws learned. Use of the Socratic approach <u>in itself</u> is a learning experience and a good exercise in logical thinking for each student. It is indispensable to teaching critical and analytical thinking. <u>Legal bibliography and research</u> is an important aspect in learning law

as well as proficiency in researching the Connecticut General Statues. Instruction in Sheperd's guide would aid the student in his/her research for recent case law.

MEDIA (software):

Computer software, video tapes and films are available for this area of instruction.

MAJOR TEXTS: Applied Business Law; Mietus et al. South Western Publishing Co., 1988.

Business Law; Goldman/Sigismond. Houghton Mifflin Co., 1988.

High Schools should have these resources as a minimal sources for legal research:

Connecticut General Statures
Constitution of the United State of America
Constitution of the State of Connecticut
Black, H.C., Black's Law Dictionary, West Publishing Co., St. Paul, Minn., Current Edition.
Guide to American Law (12 Volume Set). Wet Publishing Co., St. Paul, Minn.
Cohen, Morris L. Legal Research in a Nutshell. West Publishing Co., St. Paul, Minn.
Seavey, Agency West Publishing Co., St. Paul, Minn.
Britton. Bills and Notes. West Publishing Co., St. Paul, Minn.
Simpson. Contracts. West Publishing Co., St. Paul, Minn.
Horn. Corporations. West Publishing Co., St. Paul, Minn.
Miller. Criminal Law. West Publishing Co., St. Paul, Minn.
Vance. Insurance. West Publishing Co., St. Paul, Minn.
Crane and Bromberg. Partnership. West Publishing Co., St. Paul, Minn.
Burby. Real Property. West Publishing Co., St. Paul, Minn.
Vold. Sales. West Publishing Co., St. Paul, Minn.
Prosser. Torts. West Publishing Co., St. Paul, Minn.
Atkinson. Wills. West Publishing Co., St. Paul, Minn.

Supplemental Text/Materials:

1. Transparencies with the overhead projector. Teacher-made as well as series published by South-Western, J. Weston Walch, Eye-Gate.

2. Role-playing skits. Dramatizing Business Law, Christobel M. Cordell. J. Weston Walch, Publisher, Portland, Maine.

3. Posters, cartoons, drawings. Students choose a particular area, law or legal situation and portray it in art form.

4. Bulletin Board. Magazine, newspaper articles, advertisements, notices, legal forms and papers, diagrams, charts.

Other Resources:

1. Mock Trial

2. Field Trips to Court, Police Station, Prison, State Legislature, Licensing Bureau

3. Guest Speakers
   a. Lawyer--trial, contract, criminal
   b. State policeman
   c. Bondsman
   d. Better Business Bureau
   e. Real Estate Sales
   f. Banker
   g. Credit Bureau of Greater Hartford
   h. Small loan company
   i. Connecticut Consumer Protection Agency
   j. Motor Vehicle Department
   k. District Attorney
   l. Government agents

TITLE: Business Mathematics

SUGGESTED GRADE LEVEL: 9, 10

INTRODUCTION: A Business Mathematics course taught from a business perspective as applied to practical business situations at the learner's level of understanding is one of the mainstays of a good business program. This course should provide students with practical business-oriented problem solving techniques. Its true role should be as a business course that uses math as a tool to help students solve problems in relevant business situations. The course is applied toward mathematics credit in many Connecticut schools.

COMPETENCIES:

The student will be able to:

1. Read and analyze word problems.
2. Refine basic math skills while applying these skills to business and personal situations.
3. Solve basic addition, subtraction, multiplication and division problems using whole numbers, decimals, fractions and percents.
4. Develop good organizational work habits by developing a sequential procedure.
5. Interpret business problems.
6. Use procedures, methods, and decision making techniques that prevail in the current business situations.
7. Apply his/her math skills in making better economic decisions as a consumer.
8. Improve functional abilities with math skills through the use of current business equipment. (calculators, computers, etc.)
9. Use basic math skills for personal use as a consumer.
10. Gain an appreciation of the vital role of mathematics in the successful operation of a business.

CONTENT:
BASIC

Segment: 1 Modules: 1	Review basic arithmetic and algebraic functions addition, subtraction, multiplication and division of whole numbers, decimals and fractions - symbols of grouping - sequence of operations using parentheses and brackets for solving formulas - Solution of equations using one unknown
Segment: 1 Modules: 2	Cash Records - cash receipts, payments, petty cash - checkbook records and bank reconciliations - cash summaries
Segment: 2 Modules: 1	Selling problems - retail computing sales slips, aliquot parts, various unit pricing, fractional units
Segment: 2 Modules: 2	Purchasing problems sales records, retail discounts, profits as sales, pricing goods on retail and cost basis
Segment: 2 Modules: 3	Purchasing problems - retail purchasing merchandise, trade and cash discounts, buying expenses
Segment: 2 Modules: 4	Selling problems - wholesale sales clerical, promissory notes and bank discounts, commission sales, consignments
Segment: 3 Modules: 1	Wages and salaries and commissions - computing wages and salaries - deductions from wages - payroll records - Figuring commissions, graduated, rates, agent's commissions
Segment: 3 Modules: 2	Financial statements income statement - depreciation/amortization - balance sheet - computation - ratio analysis
Segment: 3 Modules: 3	Borrowing money simple interest - compound interest - negotiable instruments - interest buying, discounting, collateral loans and mortgages

ADVANCED Two year program

Segment: 1 Savings and Investment

Modules: 1 Savings accounts, money markets, fixed/variable investment
- stocks and bonds, yields, premiums, discount rates
- use of tables for interest discounts, amortization present values and periodic payment
- computing formulas by calculator/computer
- investing in real estate

Segment: 2 Insurance

Modules: 1 Annuities
- life insurance - term, whole life, endowment
- car insurance
- home insurance
- business insurance

Segment: 3 Taxation

Modules: 1 Property taxes
- sales and excise taxes
- social security taxes
- income taxes

Segment: 4 Proprietorship, Partnership and Corporation Applications

Modules: 1
- business expenses/gross margins
- distribution of prcfits/loses
- manufacturing costs and pricing and profits
- determinations of depreciation/amortization
- inventory records

MEDIA (Software):

Computer software is available for the teaching of basic math, logic and problem solving

MAJOR TEXTS:

Applied Business Mathematics, South-Western Publishing Company

Business Mathematics, Gregg Division McGraw-Hill Book Company

TITLE: Bookkeeping

SUGGESTED GRADE LEVEL: 10

INTRODUCTION: Bookkeeping is intended to have the vocational objective of preparing students for a variety of entry-level jobs in offices, banks and marketing occupations and/or as an introduction to a regular accounting course. Students should find the work on a level with their capacity leading to a high correlation of student aspiration and success. The realistic aspect of the business forms and system used should equip students with the computational and entry level bookkeeping skills common to most job situations. Student work habits and attitudes will also lead to success on the job. Since the Bookkeeping course demands the review, use and refinement of compatible skills, it is in many Connecticut schools, applied toward mathematics credit.

COMPETENCIES:
The student will be able to:

1. Use basic clerical and computational skills common to bookkeeping to complete and prove a wide variety of forms commonly used in business

2. Complete accurately and legibly various assignments in occupational jobs such as cashier, salesclerk, stock clerk payroll clerk, entrepreneur, general office worker, posting clerk and other positions.

3. Use computer applications to run a variety of software.

4. Use the calculator to perform basic calculations and proofs.

5. Handle a variety of cash and checking forms.

6. Make postings to customer and creditor accounts and to prove their accuracy.

7. Complete a set of simulated records of extended length covering an extended period of time

8. Apply bookkeeping principles to a variety of personal records.

9. Handle records for a small business.

10. Develop a business vocabulary.

11. Develop logical and critical thinking skills through the use of practical applications.

CONTENT:

BASIC

Segment: 1 Review basic arithmetic functions
Module: 1 Review of addition, subtraction, multiplication and division of whole numbers, fractions and decimals.

Segment: 1 Computerized bookkeeping systems
Module: 2 Comparing sorting, entry, storing and retrieval of data

Segment: 1 Problem solving/decision making
Module: 3 - making decision
- why you make choices
- learning goals

Segment: 2 Handling cash
Module: 1 Petty cash vouchers, expenses, replenishing and maintaining records, preparing cash receipts, cashiering proofs, tally sheets and deposits

Segment: 2 Maintaining checking accounts
Module: 2 Writing checks, check registers, voucher checks, endorsing checks and making deposits bank reconciliations, bank charges

Segment: 2 Software applications
Module: 3

ADVANCED

Segment: 3 Retail sales records
Module: 1 Sales slips for goods and services, sales tax,
- charge sales, sales returns,
- accounts receivable customer accounts,
- statement of accounts and schedules

Segment: 3 Inventory procedures
Module: 2 Keeping and checking perpetual records
- preparing requisitions, record of goods expected and purchase orders from quotation cards
- receiving reports and confirming purchase invoices

Segment: 3 Accounts payable creditor accounts
Module: 3 Purchases journal and accounts payable ledger
- cash payments and accounts payable ledger
- purchases return journal and accounts payable ledger

Segment: 3 Payroll computation and records
Module: 4 Time cards computations and payroll book
- wage, salary and commission in the wage computation book with overtime
- computing social security and withholding taxes
- maintaining employee earnings records and wage and tax statements

Segment: 3
Module: 5 Software applications

Segment: 4 Computerized bookkeeping simulation
Modules: 1 Use all of the skills learned.

MEDIA (Software):

Compulink Practice Set: Baggett, South-Western Publishing Co., 1986.

Recordkeeping Practice Set: Sound City; Wirth; Gregg, 1988.

Microcomputer Activities for Recordkeeping; Lasselle & Vanalstyne; Houghton-Mifflin, 1988

Summit Enterprises; Lasselle, Houghton-Mifflin, 1983.

Woodlawn Landscapers, Baron, Steinfield & Schultheis, South-Western Publishing Company, 1984

MAJOR TEXTS:

Decisions--Making Personal Economic Choices: Brenneke, Hamill; EMC Corporation, 1985

General Recordkeeping, Huffman, Stewart, Cunningham, Gregg, 1988.

RecordKeeping In The Computer Age; Baron, Steinfield; Schultheis, South-Western Publishing Co., 1986.

Recordkeeping The Total Concept, Lasselle, Houghton-Mifflin, 1987.

TITLE Economics

SUGGESTED GRADE LEVEL: 11, 12

INTRODUCTION: Economics is a way of thinking about a set of monetary variables using a set of analytical tools. This approach helps not only gain an understanding of how the economy operates but one is able to apply such analysis to solving basic economic problems.

Americans are increasingly being drawn into the battle of economic decision making. They can no longer remain a passive, uninformed group. In today's dynamic, interdependent world knowledgeable, interactive people play a number of roles as citizens, consumers, producers, creditors, debtors, interpreters. This is no longer the world of uncontrollable economic forces. The American public is uninitiated in economic analysis and yet, is asked to play decisive roles as voting and working consumers. Therefore the study of economics is vital, not in just providing an educated citizenry, but also making them effective players.

Economics remains a social science with all the limitations of explaining human behaviors in a complex interdependent world of conflicting goals and motivations. The fact that economics even attempts to explain and predict such a world, is a valuable educational tool worthy of students involvement. In a number of schools in Connecticut, economics is applied toward social studies credit.

COMPETENCIES:

The student will be able to:

1. Understand the problem of scarcity, the solution to which involves weighing pertinent opportunity costs.

2. Participate in discussions which expand the mastery of economic concepts and apply to practical situations.

3. Prepare and submit reports, participate in panel discussions or informed debates, on economic cases and problems, and look at and summarize audiovisual aids.

4. Explain the importance of the individual citizen consumer/producer in the American economic system.

5. Use economic analysis in descriptive and graphic form to explain phenomena and to predict trends.

6. Apply sound economic reasoning to current problems from newspaper and magazine readings.

7. Understand and to apply economic vocabulary terms.

8. Show an appreciation for micro economic versus macro economic analysis.

9. Demonstrate an ability to appraise, interpret and describe economic theories and systems.

10. Show the cause and effect of economic events in an interdependent world.

11. Realize that economic problems such as trade imbalances, inflation, depression, unemployment, poverty, hunger, underdevelopment, and pollution are relative difficulties that can be ameliorated

12. Draw from community, state and national resources to gain a full appreciation of economic concerns.

CONTENT:

BASIC

Segment: 1 Economic systems
Modules: 1
- definition and relevancy of economic concepts
- evolution of economic system
- conflicting economic systems in operation

Segment: 1 Economic concepts
Modules: 2
- scarcity in terms of needs and wants
- opportunity costs and trade-offs
- productivity
- economic systems answering economic questions
- economic institutions and incentives
- money exchange

Segment: 2 Microeconomics
Modules: 1
- markets and prices
- supply and demand
- competition and market structure
- economic distribution
- role of government

Segment: 3 Macroeconomics
Modules: 1 Gross National Product
- aggregate supply
- aggregate demand
- unemployment
- inflation/deflation
- monetary policy
- fiscal policy

Segment: 4 International economic concepts
Modules: 1
- absolute/comparative advantage/barriers to trends
- balance of payments/exchange rates
- international interdependence

Segment: 4 Concepts and methods of analysis
Modules: 2 tables
- charts/graphs
- ratios/percentage/percentage changes and indexes
- index numbers
- real vs. nominal numbers
- averages
- economic performance and policy discussions

ADVANCED

Segment: 1 Broad social goals and issues
Modules: 1 economic freedom
- economic efficiency
- economic equity
- economic security
- full employment
- price stability
- economic growth
- trade-offs and conflicts among goals
- economic analysis and understandings to specific issues
- problem solving
- economics as a social science to explain a wide variety of phenomena

MEDIA (Software):

Computer Software:
logical thinking skills
problem solving

MAJOR TEXTS:

Economics--Principles and Applications; tenth, Edition; South-Western Publishing Company, 1985. Olsen & Halistones;

TITLE: General Business

SUGGESTED GRADE LEVEL: 9, 10

INTRODUCTION: General Business is an integral part of the business curriculum for the business student. It introduces the student to the world of business. It is intended to make an important contribution to the economic literacy of every student in their emerging role as citizen, producer, and consumer.

COMPETENCIES:

The student will be able to:

1. Identify and describe the major purpose of an economic system, determine the specific questions an economic system must answer, and compare and constrast the principal features of a market, centralized, and mixed economy

2. Identify and describe the basic characteristics and functions of the private enterprise economy of the United States

3. Describe the role of business, government, and human resources in our private enterprise economy and explain the interdependence among the three sectors

4. Describe and evaluate the ways an individual can contribute to our private enterprise economy in the roles of producer, consumer, and citizen

5. Identify the reasons and develop a plan for efficient use of money resources by individuals, business firms, and units of government

6. Identify the risks against which persons most commonly need protection and explain how risk sharing provides a means of protection.

7. Describe how banks, credit, and other financial institutions affect individuals, business firms, units of government, and economy as a whole

8. Describe the role of savings and investments in our private enterprise economy and identify ways and places for saving and investing

9. Identify the rights and responsibilities of consumers, and sources and uses of consumer information and protection

10. Use computers for applications

11. Describe the need for a careful career choice, a general career area of interest as well as the preparation required for it, and the steps to be completed to find a job.

CONTENT:

BASIC

Segment: 1 The private enterpise economy
Module: 1
- the nature of economics and economic systems
- our private enterprise economy (features, performance, problems) limited - the nature of business - production and marketing in business government in Our Economy

Segment: 1 Money, banking, and consumer credit
Module: 2
- the purpose of money
- banking and bank services
- getting and using credit

Segment: 1 Consumer decision making and money management
Module: 3
- the consumer in our economy, making consumer decisions
- consumer spending in the marketplace
- sources of consumer information
- protecting consumer rights

Segment: 2 The computer at work
Module: 1
- explain how computers process business information
- identify and use various computer terminals
- tell how business and offices are changing through automated word processing and computers produce a printed document from selected data

Segment: 2 The computer at home
Module: 2
- tell ways a personal computer can help in the home identify ways to enter data into a computer - list various ways in which home software packages might help you
- explain advantage of word processors
- identify types of personal use information
available from time-saving services

Segment: 2 The challenge of computers
Module: 4
- explain advantages and disadvantages of computer use in the work force
- tell how widespread use of computers is an encroachment on your privacy
- explain how the computer has made electronic mail services possible
- explain the need for computer literacy
- identify future uses of computers

ADVANCED

Segment: 1 Building financial security
Module: 1
- protecting against economic loss
- insurance (auto, life, health, property,
income security)
- saving and investing

Segment: 1 Planning your career
Module: 2
- careers and your career potential (preparing for a career)

Segment: 1 Decision making/problem solving
Module: 3
- learning goals
- making decision
- solving problems

Segment: 1 Careers--obligations and responsibilities of the working citizen
Module: 4
- learning goals
- definitions of success
- definition of "career"
- career planning
- preparing for success

Segment: 1 The world of work
Module: 5
- learning goals
- the labor market
- education and your career
- career information sources

MEDIA (Software):

Commercial films
Filmstrips and cassettes
Simulations
Computer activities

MAJOR TEXTS: Introduction to Business; Douthtrey, Ristan, Eggland; South-Western Publishing Co., 1986.

TITLE: Information Processing/Word

SUGGESTED GRADE LEVEL:

INTRODUCTION: The Information Processing program may be presented to students at any grade level and according to individual needs and objectives. The outline depends on the needs of students in the program.

The Information Processing program is designed to meet the needs created by the increased use of a keyboard on various types of equipment utilized in business, industry, government, and education. The main objective of this area is to develop the skill of processing information quickly and accurately in order to prepare students for the "computer age."

This flexible program is represented in five major segments. Each segment consists of several modules of instruction; the skill level desired is used to determine the number of segments completed. A student who is interested in personal-use keyboarding meets his/her goal by completing Segment I, whereas another student may wish to continue with Segments 1 and 2, and/or 4.

COMPETENCIES:

The student will be able to:

1. Know the operative parts of the equipment.
2. Have a proficiency in keyboarding using alpha, numeric, and symbol keys. (Includes the ten-key pad.)
3. Possess an ability to produce acceptable copy in areas designated by course content.
4. Have an ability to produce acceptable copy in areas designated by course content.
5. Have the skills needed to proofread and correct errors.

It is understood that throughout all segments the teacher will integrate the following concepts and understandings:

1. Work Habits
   Ability to follow Written and Oral Directions
   Ability to Work With Others
   Care of Equipment
   Listening
   Self-Evaluation of Work
   Use of Reference Materials

2. Speed and Accuracy Organization
3. Proofreading
4. Language Arts
5. Make Decisions and Solve Problems

In addition, throughout Segments 3 and 4, copy should inlude rough draft, script, unwarranted, and unedited material.

CONTENT:
BASIC

Segment: 1 Keyboarding
Module: 1
- correct keyboarding position
- mastery of keyboard
- knowledge of Machine
- correct Technique correct finger usage eyes on copy

Segment: 1 Speed development
Module: 2
- fast keying
- center key action in fingers
- ignore errors temporarily while developing speed
- set goal to read individual letters as units--words or phrases

Segment: 1 Accuracy development
Module: 3
- correct posture
- keep eyes on copy
- use speed that promotes accuracy
- accurate proofreading
- analyze errors - use drills to eliminate errors

Segment: 1 Word processing software
Module: 4
- input
- edit
- format
- store/retrieve
- print

Segment: 2 Personal-use applications
Module: 5
- notes - memos - lists
- postal cards
- form messages - aligning
- fill-ins on ruled lines
- reply cards
- personal letters and envelopes
- formatting reports
  - styles
    - bound
    - unbound
  - outlines
  - title page
  - table of contents
  - headings
    - main
    - subheadings
    - side
    - paragraph
  - footnotes/endnotes/run-in
  - references bibliography
- composition at the keyboard
- education/employment application procedures
  - personal data sheet/resume
  - cover letter
  - application blank
- care of equipment

Segment: 3 Business communications applications
Module: 6
- business letters
  - styles
    - modified block
    - block
    - placement
    - letter parts
    - envelopes
      - No. 10
      - No. 6 3/4
    - memorandums

Segment: 3 Table formatting
Module: 7
- multicolumn tables
- subtitles in tables
- numbers in columns
- blocked column headings
- short centered column headings
- long centered column headings
- centering
  - vertical
    - reading position
    - exact center

- horizontal
- spread
- block
- enumeration

Segment: 3 Business forms formatting
Module: 8
- memorandums
- invoices
- index cards
- postal cards
- mailing labels
- ruled forms

Segment: 4 Advanced business communication cormatting
Module: 9
- letters
  - modified block
  - block
  - AMS simplified
  - special features
    - letters with enumerations
    - letters with tabulation
  - window envelope
  - labels for addressing
  - interoffice memorandums
  - message-reply form

Segment: 4 Lists
Module: 10
Module: 11
- advanced table formatting
- ruled tables
- two-line column headings
- three-column headings
- leadered
- financial
- with footnotes
- with source notes

Segment: 4 Advanced report formatting
Module: 12
- tables
- minutes
- magazine Articles
- legal Papers

Segment: 4 Desk top publishing
Module: 13

Segment: 4 Telecommunications
Module: 14

Segment: 4 Data entry
Module: 15
- numeric speed and accuracy
- numeric ten-key pad
- applications

Segment: 4 Machine transcription
Module: 16
- desk organization
- understanding the equipment
- oriifreading techniques
- formatting
  - letters
  - memorandums
  - forms

Segment: 4 Office simulation
Module: 17

MEDIA (Software):

Success With Typing, Scholastic Software, 1986.
Alphabetic Keyboarding, South-Western Publishing Co., 1988.
Numberic Keyboarding, South-Western Publishing Co., 1988.
Data Entry Activities for the Microcomputer, South-Western Publishing Co., 1988.
Data Entry Activities in Business, Gregg Publishing, 1988

MAJOR TEXTS: Century 21 Keyboarding,Formatting and Document Processing, South-Western, 1987.
Machine Transcription and Word Processing, South-Western, 1979.
Gregg Typing, Gregg Publishing, 1987.
Gregg Keyboarding and Personal Application, Gregg Publishing, 1987.
Gymnastics Unlimited--Typewriting Practice Set, South-Western, 1987.
Houghton Mifflin Typewriting, Complete Course, Houghton Mifflin, 1987.

TITLE: Notetaking I

SUGGESTED GRADE LEVEL: 10, 11, 12

INTRODUCTION: Notetaking I is a course designed for the student interested in learning a brief writing system for job skill or personal use. It is an alphabetically-oriented, abbreviated writing system that permits the writer to quickly write any word in the English language. Notetaking I offers the student a job-related skill which may be used in an entry-level position. Notetaking I also offers the student the immediate ability to take notes in an abbreviated and organized manner.

COMPETENCIES:

The student will be able to:

1. use correct speedwriting theory so that any word in the English language may be written in an abbreviated form;
2. recognize sounds (through sound spelling) and to record the sounds heard;
3. automatize commonly used vocabulary including brief forms, abbreviations, and phrases;
4. read at 100 wpm minimum from text plates and student notes;
5. take extensive dictation of old and new material using theory at a base rate of 60 wpm;
6. select important facts and topics from magazine and newspaper articles which are read orally and silently in the classroom and as homework assignments;
7. pick a central idea, identify key phrases and sentences, and rephrase what is heard in the student's own words;
8. use notes in making rough drafts of original writings;
9. take notes and listen to outside lectures on a variety of topics and be able to decipher those notes so that they make sense.

10. transcribe accurately notes dictated at 60 wpm

CONTENT:

BASIC: In a half-year course, the first marking term may be spent intensively learning theory. quizzes, tests, and dictation of sentences, paragraphs, and short letters should be included during this time.

The second marking term may have as its emphasis the actual development of notetaking skill using the theory and techniques learned during the first term. Students should take notes starting at 60 wpm and increasing to 80-100 wpm.

Segment: 1 Theory
Module: 1

- emphasis on class preparation of materials (pen, notebook, neatness and organization of notes, etc.);
- emphasis on daily assignments and the need for repetitive practice;
- sound spelling;
- flash cards and recall charts;
- emphasis on brief forms and phrasing techniques;
- concerted and individual timed reading from plates and homework notes;
- transcription from homework notes and dictation on longhand or using electronic typewriter or word processing on the computer;
- dictation at various rates of speed (40-60 wpm)--live and taped;
- use of previewing and post viewing of dictated material, including use of business vocabulary words;
- use of speed building tapes to reinforce outlines learned and for achieving higher rates of dictation.

Segment: 1 Development of notetaking skill
Module: 2

- instruction on how to take notes;
- instruction on effective listening techniques or the taking of notes;
- instruction in efficient patterns for work organization;
- instruction on efficient use of time and study materials;
- instruction on the improvement of transcription skills, including spelling, punctuation, capitalization, grammar, and word usage;

- lectures on a variety of unrelated, unfamiliar topics;
- dictation of newspaper and magazine articles;
- reading newspapers and magazine articles and taking notes from them;
- listening to movies, filmstrips, and videos and taking notes on them;
- discussion of all notetaking done in class with emphasis on facts, opinions and ideas that are important versus those of not so much importance.

Segment: 2 Study skills
Module: 1
- listening and notetaking skills
- techniques of reading well
- the study system
- graphic aids in textbook
- skillful writing
- library skills
- examination skills
- speaking effectively
- reading concentration and retention
- a reading study formula
- skimming
- reading the newspaper and the novel
- paragraph functions and patterns
- author's clues
- selective readings

Segment: 2 Research paper
Module: 2 Compilation of above-mentioned skills into a research paper from which notes are taken in using the library and resource units. Students are then required to present orally to the class a summary of their reports. Students in the audience may be required to take notes on the representation from which a quiz may be prepared.

Segment: 3 Development of notetaking skill
Modules: 1
- build dictation speeds from 50 to 120 wpm
- transcription for various areas
  1. employment
  2. personnel
  3. retailing
  4. banking
  5. insurance
  6. finance
  7. travel
  8. advertising
  9. real estate
  10. manufacturing
  11. information processing
  12. government

Segment: 3 Notetaking skill
Module: 2
- lecture on a variety of topics;
- dictation of newspaper and magazine articles;
- reading newspaper and magazine articles and taking notes from them;
- listening to movies, videos, filmstrips, and taking notes on them;
- application of study skills acquired in the POWERREADING, STUDY SKILLS text from the college notetaking course;
- develop a research paper from notes taken in speedwriting;
- present an oral report to an audience who is taking notes on the presentation;
- investigate career opportunities available to a student with notetaking skills;
- use resource materials based on class interest and level of notetaking skill acquired.

MEDIA (Software):

Current newspaper and magazines for class lecture materials.

Lesson Tapes for Principles of Speedwriting Shorthand, Regency Edition.

Interdepartmental exchange of speakers from other departments within the school.

School principal and/or assistant principal invited as guest speakers.

Computer terminal providing students with the

opportunity to take notes and summarize material from software programs.

MAJOR TEXTS: Pullis, Joe M. Principles of Speedwriting Shorthand, Regency Edition. Indianapolis: Bobbs-Merrill Educational Publishing Company, 1984.

Pullis, Joe M. Principles of Speedwriting Shorthand Workbook, Regency Edition. Indianapolis: Bobbs-Merrill Educational Publishing Company, 1984.

Pullis, Joe M. Speedwriting Shorthand Abridged Dictionary, Regency Edition. Indianapolis: Bobbs-Merrill Educational Publishing Company, 1984.

Pullis, Joe M. Principles of Speedwriting Shorthand Resource Manual, Regency Edition. Indianapolis: Bobbs-Merrill Educational Publishing Company, 1984.

Smith, Blake, and Pryce. Study Skills, Powereading 3, Providence: P.A.R. Incorporated, 1986.

TITLE: OFFICE SYSTEMS AND PROCEDURES

SUGGESTED GRADE LEVEL: 11, 12

INTRODUCTION: Office Systems and Procedures is a course designed to develop the integration of office skills in order to prepare students for entry level employment in the modern office environment. Emphasis is placed on developing positive work habits and attitudes, problem solving/decision making skills, effective human relations and career development. Other units include further instruction in communication technology, information processing systems, time and task management, business computations and records management.

COMPETENCIES:

The student will be able to:

1. Demonstrate businesslike work habits and attitudes

2. Demonstrate logical thinking, decision-making and problem-solving skills through practical application of classroom activities.

3. Identify basic management skills necessary for effective communication with the office work force.

4. Develop a knowledge of office organization including its functions and structure.

5. Demonstrate effective human relations in an office environment and develop techniques for improving interpersonal skills.

6. Demonstrate a knowledge of modern communication technology as well as basic communication skills in business writing, reading, speaking and listening.

7. Identify and develops strategies for efficient time and task management.

8. Participate in all aspects of the job seeking and interview process.

9. Identify traditional and emerging career opportunities available in the business world and develop strategies for professional growth.

10. Describe emerging information processing systems and recognize their importance to the office of the future.
11. Identify the components of common business documents and format these documents by integrating information processing procedures and equipment.

12. Merge acquired office skills and procedures to solve problems related to current technologies such as spreadsheets, graphics, database, and desktop publishing.

13. Apply mathematical concepts to solve common business problems using the electronic calculator and the microcomputer.

14. Identify and apply important concepts and practices related to the efficient utilization of a records management system within the office of the future.

CONTENT:
BASIC

Segment: 1
Module: 2

The Office
- modern offices
- functions
- ergonomics
- productivity

Business organization
- structure
- charts
- use of reference sources

Office work force
- major job clusters
- general qualifications
- orientation
- evaluation

Students are given an overview of office organization and the changes taking place in the modern office. Job clusters and the unique role of the employee are discussed as well as employee orientation and evaluation. Cooperation, responsibility and attitude are stressed including problem solving, speakers and audiovisual activities.

Segment: 1 Human relations
Module: 2
- Influence in office environment
- representing the company
- communication skills

Improving interpersonal skills
- supervisors
- co-workers

Interacting under stress
- decision making/solving problems
- deadlines
- sexual harassment
- unpleasant Co-workers

Effective human relations are vital to the success of any office. The importance of good human relations as well as methods for improving interpersonal skills and working under stress are introduced. Good human relations techniques are practiced through classroom interaction, role playing, decision making/problem solving activities and the development of positive and professional attitudes.

Segment: 1 Communication systems
Module: 3
- basic business skills
  - reading
  - writing
  - speaking
  - listening

- telecommunications
  - telephone
  - satellite communication
  - electronic mail
  - teleconferencing
  - integrated communications
  - computer based messaging

- reprographics
  - equipment
  - software
  - procedures

- office mail
  - outgoing/incoming procedures
  - automation
  - classes/services

Communication skills are part of every office task. The importance of good basic communication skills and practical application activities are stressed. Students are given an introduction to the use of modern technology in telecommunications, reprographics and office mail. Field trips, films, audiovisual kits, role playing and speakers are included.

Segment: 2 Time and task management
Module: 1
- work station
- arrangement
- work simplification
  - time wasters
  - time analysis/management procedures

Office workers must be able to manage work effectively and in a productive manner. Students are introduced to safe and efficient work-station arrangements and techniques to improve time and task management. Problem-solving and decision-making activities as well as speakers are included.

Segment: 2 career development
Modules: 2
- career strategies
  - self-assessment
  - job sources
- employment procedures
  - application
  - cover letter
  - resume
  - follow up
  - Interview procedures
    - affirmative action
    - behavior
    - appearance
- Professional growth

Success in the business world depends on knowledgeable career development and professional growth. Students prepare employment portfolios which contain classified ads, applications, cover letters, resumes, follow-up letters. Career opportunities are researched and developed with emphasis on the professional attitudes and image. Activities include research papers, job portfolios, video tapes, speakers and participation in simulated interviews.

ADVANCED

Segment: 1 Information processing
Module: 1
- overview and organization
- terminology
- equipment
- systems configuration
- management information systems
- procedures
  - formatting
  - storing
  - retrieving
  - editing
- dictation and transcription procedures
- data processing applications
  - purchase orders
  - inventory control
  - cash receipts
  - cash payments
  - payroll
- word processing applications
  - letters
  - memorandums
  - reports
  - tables
- database applications
- spreadsheets
- graphics
- desktop publishing
- management support
  - appointment scheduling and calendars
  - business meetings
  - travel arrangements

Students are presented with an overview of information processing and management information systems. Basic terminology, concepts, and procedures for handling and processing information are stressed. Students are trained in the application of basic data using electronic equipment. Such applications include business documents, dictation and transcription, business calculations, database, spreadsheets, graphics, and desktop publishing. Management support activities are also assigned.

Segment: 1 Computational skills
Module: 2
- computational skills review
- touch method numeric keypad
- basic calculator functions
- calculator business applications
- microcomputer business applications

Students are encouraged to develop speed and accuracy in the touch method on the numeric keypad. Students solve common business calculations using electronic calculators and micro-computers. Activities include timed drills, simulations, and problem-solving drills and exercises.

Segment: 1 Records management
Module: 3
- life cycle of a record
- records systems
  - alphabetic
  - numeric
  - specialized methods
- supplies and equipment
- magnetic media
- microforms
- database management activities

An effective records management system is crucial to the efficient operation of a modern business office. The life cycle of a record will be discussed and students will be taught proper procedures for organizing, sorting,

retrieving, removing, and destroying records. Students will be introduced to the use of magnetic media, micrographics, and computers in business records control. Activities include an alphabetic filing simulation, guest speakers, field trips, slide-tape presentations and microcomputer activities.

MEDIA (Software):

MICROCOMPUTER SOFTWARE

Alphabetic Indexing Rules - Application By Computer, Joseph D. Fosegan, South-Western Publishing Company, 1984.

Applications Using The Personal Computer, Groneman & Owen, South-Western Publishing Company, 1988.

Computer Explorations For Business, Goldman & Furjanic, Gregg/McGraw Hill, 1986.

Editing Applications For Word Processing, VanHuss & Matthews, South-Western Publishing Company, 1988.

Information Processing; Concepts, Principles, And Procedures, Clark & Lambrecht, South-Western Publishing Company, 1985.

The Integrated Office; A Computer-Supported Simulation, Roberts J. Weston Walch, Publisher, 1988.

McGraw-Hill Database, Gregg/McGraw Hill, 1987.

McGraw-Hill Graphing, Gregg/McGraw Hill, 1987.
McGraw-Hill Spreadsheet, Gregg/McGraw Hill 1987.

McGraw-Hill Word Processing, Gregg/McGraw Hill, 1987.

Microcomputer Activities For Office Procedures, Anthony A. Olinzock & Otto Santos, Jr., South-Western Publishing Company, 1984

Microcomputer Office Practice (Tronics, Inc.), Phillip S. Atkinson & Susie H. VanHuss, South-Western Publishing Company, 1985.

Microcomputer Simulations In Business, Olinzock & Santos, South-Western Publishing Company, 1986

Microfile: A Database Filing Program, Fosegan & Horton, South-Western Publishing Company, 1987.

Numeric Keypad Operation, 2nd ed., Haugo, Hausmann, & Jackson, South-Western Publishing Company, 1988

The Stadium; Microcomputer Word Processing Practice Set, Gioffre, Gregg/McGraw Hill, 1987.

Word Processing With Superscripsit And The TRS-80, Lewis S. Elia and Joseph A. Fall, MPC Educational Publishers, 1985.

AUDIO-VISUAL RESOURCES

Concepts Of Data Processing, Slide/Tape Presentation, MPC Publishers.
Concepts Of Data Processing, Joseph L. Parker, MPC Educational Publishers, 1983, (Slides, Cassette, Activities, Test).

Concepts Of Word Processing, Slide, Tape Presentation, MPC Publishers.
Electronic Mail, Rollie Cox & Harry Moon, MPC Educational Publishers, 1982, (Slides, Cassette, Activities, Test, Teacher's Manual).

The Employment Interview, Slide/Tape Presentation or Filmstrip, MPC Publishers, 1984.

Filing Procedures, Harry R. Moon MPC Educational Publishers, (Slides, Cassette, Activities, Text, Teacher's Manual).

Getting The Word Around, Western Union, (Filmstrip, Cassettes, Student Manuals, Teacher's Manual).

Human Relations For Success In Business, Slide/Tape Presentation, MPC Publishers.

Interview Techniques And Resume Tapes For The Job Applicant, Bennu Productions Co., 1985 (video cassette).
Interview For A Job, Queue Educational Video, 1987 (video cassette).

Introduciton To Machine Transcription, Steve Rosen & Loretta Kmech, Dictation Disc Company, 1978, (3 cassettes).

Machine Transcription Dictation, And Proofreading--An Introduction, Pasewark, South-Western Publishing Company, 1988.

Machine Transcription Word Processing For Word Processors, Microcomputers, And Typewriters, 2nd ed., Pasewark, South-Western Publishing Company, 1988.

Positive Attitude I & II, A.W. Peller & Asscciates, 1987 (video cassette).

Problem Solving Activity Pack, 2 Cassettes/Visual Masters, J. Weston Walch, 1984.

Records Managment, Rollie Cox & Harry Moon, MPC Educational Publishers, 1982 (Slides, Cassette, Activities, Test, Teacher's Manual).

Sexual Harassment, No Laughing Matter, South-Western Publishing Company, 1987, (video cassette).

Telecommunications Technology And Devices, Slide/Tape Presentation, MPC Publishers.

Telephone Techniques, Slide/Tape Presentation, MPC Publishers.

Telephone Use Activity Pack, Spirit Masters/Tape, J. Weston Walsh, Publishers.

Thank You, Please Call Aagin, Southern New England Telephone, Filmstrip, Cassette, Workbook, Teacher's Manual).

Using Reference Materials, Slide/Tape Presentation or Filmstrip, MPC Publishers, 1984.

MAJOR TEXTS:

PRIMARY TEXT(S):

The Office Procedures & Technology, Oliverio & Pasewark, South-Western Publishing Company, 1988.

Office Systems And Procedures, 2nd ed., Cheryl M. Luke & C.B. Stielgler, Houghton Mifflin Company, 1987.

Procedures For The Electronic Office, Neal, Fruehling, Weaver, Gregg McGraw-Hill, 1988.

Psychology: Applied To Human RElations & Work, Fruehling, Gregg McGraw-Hill, 1988.

SUPPLEMENTARY TEXT(S) AND MATERIALS:

Alphabetic Indexing Rules - Application By Computer, Joseph S. Fosegan, South-Western Publishing Company, 1984.

Dallas Oil Inc., Sharon Dickinson, South-Western Publishing Company, 1985.

Data Entry Skills Key Disk Machine-Electronic Display Calculator, William R. Pasewark, South-Western Publishing Company, 1984.

Electronic Display/Printing Calculator, William R. Pasewark, South-Western Publishing Company, 1983.

Integrated Keyboarding/Communication Skills, Rosanne Reiff, South-Western Publishing Company, 1984.

Introduction To Machine Transcription, Steve Rosen & Loretta Kmech, Dictation Disc Company, 1977.

Microcomputer Activities For Office Procedures, Anthony A. Olinzock & Otto Santos, Jr., South-Western Publishing Company, 1984.

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Reference Manual For Office Personnel, 6th ed., Clifford R. House & Kathie Sigler, South-Western Publishing Company, 1981.

Webster's Instant Word Guide, G. & C. Merriam Company, 1980.

Webster's Ninth New Collegiate Dictionary, Meriam-Webster, Inc. 1983.

Simplifile, Fosegan, Goodman, Bassett, South-Western Publishing Company, 1987.

Skill Building Exercises For Word Processor, Iris Blanc, Dictation Disk Company, 1985.

Today's Basic Business Mathematics Through Electronics - 2700 Series, Monroe Education Center, 1985.

Word/Information Processing: Essential Concepts, 2nd ed., Popyk, Gregg/McGraw-Hill, 1986.

Word Processing Applications For Electronic Typewriters, Seraydarian, Houghton Mifflin Company, 1983.

Word Processing Applications For Text Editors, Seraydarian, Houghton Mifflin Company, 1983.

Word Processing Applications In Practice, 2nd ed., Meroney, South-Western Publishing Company, 1987.

Word Processing With Superscripsit: A How-To Manual, Vineyard & Radcliff, South-Western Publishing Co., 1988.